

Communications

Publications in peer reviewed journals

Désiron J.C., Bétrancourt M., de Vries E. (2021). Learning from text and animations: a study into the need for cross-representational signaling. *L'Année Psychologique* 2021/4 (Vol. 121), p. 393-416.

[DOI: 10.3917/anpsy1.214.0393](https://doi.org/10.3917/anpsy1.214.0393)

Désiron J. C., Bétrancourt M., de Vries E. (2021). Cross-Representational Signaling and cohesion support inferential comprehension of text-picture documents. *Front. Psychol.* 11:592509. [DOI: 10.3389/fpsyg.2020.592509](https://doi.org/10.3389/fpsyg.2020.592509)

[10.3389/fpsyg.2020.592509](https://doi.org/10.3389/fpsyg.2020.592509)

Class B., Schneider D., Ahmadova L., Alidjinou N., Artamonova A., Banaru L., Bebbouchi D., BenMosbah A., Boufflers L., Chokri F., Clément L., Desarzens A.-S., **Désiron J.**, Devincent N., Diop M., Droux J., Giarrizzo A., Gomez A., Guemadji-Gbedemah T. E., Le Coultre R., Linh Quang S., Manzoni A., Marano M., Maret B., Maurin J., Ngatchui Leumbe C., Nya L., Perrier S., Petermann R., Romero C., Schmidt K., Sekle D., Theubet A., Venni J., Waeg S. (2017). Pistes réflexives sur l'apprentissage de la méthodologie de la recherche en technologie éducative *frantice.net* Numéro spécial 12-13, décembre 2016. [[Open Access](#)]

Désiron J.C., de Vries E., Bartel A., Varahamurti N. (2017). The influence of text cohesion and picture detail on young readers' knowledge of science topics. *British Journal of Educational Psychology*. Advanced online publication. [DOI: 10.1111/bjep.12195](https://doi.org/10.1111/bjep.12195)

Peer-reviewed conference proceedings

Désiron J.C., Bétrancourt M., de Vries E. (2018). How Cross-Representational Signaling Affects Learning from Text and Picture: An Eye-Tracking Study. *International Conference on Theory and Application of Diagrams* (pp. 725-728). Springer, Cham. [DOI: 10.1007/978-3-319-91376-6_68](https://doi.org/10.1007/978-3-319-91376-6_68)

[[Open Access](#)]

Contributions to international conferences

August 2020 | European Association for Research in Learning and Instruction – SIG 2

Struggling readers benefit from text with animation if it comprises cross representational signaling

Prague, (CZECH REPUBLIC)

April 2020 | American Education Research Association

Struggling readers learn better from text and animation with signals than from text alone

San Francisco, CA (UNITED-STATES) <http://tinyurl.com/qqsk98y> – Conference canceled (COVID-19)

August 2019 | European Association for Research in Learning and Instruction

Cross-representational signaling fosters text-picture integration: evidence from eye movements - Presented by: Erica de Vries

Aachen (GERMANY)

August 2018 | European Association for Research in Learning and Instruction – SIG 2

Learning with text and pictures: Effects of cohesion and cross-representational signaling.

Freiburg (GERMANY)

June 2018 | International Conference on the Theory and Application of Diagrams

How Cross-Representational Signaling Affects Learning from Text and Picture: An Eye-Tracking Study. — Poster

Edinburgh (SCOTLAND)

August 2017 | European Association for Research in Learning and Instruction

Four reading ability tests as predictors of multimedia document comprehension.

Tampere (FINLAND)

July 2016 | European Association for Research in Learning and Instruction – SIG 2

Comprehending Text-Graphic Combinations: Text Coherence and Level of Graphical Detail — Poster

Geneva (SWITZERLAND)

August 2015 | European Association for Research in Learning and Instruction

Comprehending Text-Graphic Combinations: Text Coherence and Level of Graphical Detail

Limassol (CYPRUS)

April 2015 | American Education Research Association

The Influence of Text Coherence and Text-Graphic Correspondence on Children's Comprehension - Presented by: Erica de Vries

Chicago, IL (UNITED-STATES)

March 2014 | National Consortium for Instruction and Cognition

The Influence of Graphic-Text Correspondence and Text Coherence on Comprehension and Attitude Toward Reading — Poster

Philadelphia, PA (UNITED-STATES)

Outreach activities

September 2021 | HSGYM, 10. Herbsttagung *Alles anders?*

Barcamp “*Digitale Hausaufgaben: Potenziale und Herausforderungen – Wer macht noch Hausaufgaben (seit es Copy & Paste gibt)?*”

September 2021 | Colloquium *Les supports composites: Comment ça marche?*

Conference “*Utiliser des liens inter-représentations pour faciliter la compréhension de textes illustrés*”

March 2020 | Research report for teachers

Report on the research activity and results from a study with 148 1st year students in secondary school (ECG) in Autumn 2018, as part of my doctoral research

Octobre 2019 | Fête de la Science (Arbusigny, FR)

Posters on 1) How eye movements inform on visual processing, entitled: “*Attention: Ce que disent vos yeux*” et 2) results of an experimental study on processing of a text-picture document, from eye-tracking data.

October 2018 | Research report for teachers

Report on the research activity and results from a study with 95 1st year students in secondary school (ECG) in Spring 2017, as part of my doctoral research

September 2016 | Research report for teachers

Report on the research activity and results from a study with 54 1st year students in secondary school (ECG) in Spring 2016, as part of my doctoral research

Submitted but not yet accepted/ published manuscript

Désiron J. C., Clack L., Lapaire V., Ullrich C., Sax H., Petko D. (*Submitted*). Technology acceptance and user engagement predict VR infection prevention training

Manuscript in preparation

Désiron J.C., Bétrancourt M., de Vries E. (*In preparation*). Adaptation et étude d'une échelle d'intérêt dans le contexte de la lecture de documents pédagogiques.

Désiron J. C., Bétrancourt M., de Vries E. (*In preparation*). Factors of text comprehension affecting multimedia comprehension: text and reader characteristics.

Désiron J. C., Petko D. (*In preparation*). What can predict digital cheating behavior? A multilevel model based on PISA 2018